Introduction

About the Annual School Report

Holy Cross Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal
As principal of Holy Cross Primary School, I am proud to present to you the 2016 Annual School Report.

At Holy Cross Primary School, we believe that education is the process of helping each individual to discover his or her own uniqueness, awesome capacity and responsibility, in the context of gospel values and the Catholic tradition. We also believe that children are individuals in regard to their background, developmental levels and learning styles. Therefore, education must cater for the multiple ways of knowing and provide opportunities for its expression, according to each individual's natural strengths and way of perceiving the world. Our aim is to provide students with positive attitudes and a love of learning, so that they will be flexible, adaptable, lifelong learners.

We continue to use our new school facilities, including a multi-purpose learning centre with associated learning spaces, canteen and basketball court with an all weather covering. The students at the school enjoy learning in spaces that allow them to extend their thinking, use technology and co operate with others.

Parent
At Holy Cross Primary School, we perceive education as a partnership between home and school with parents and teachers sharing a common vision which forms a powerful combination. The school adopts an open door policy where families are encouraged to visit and work in classrooms. There are a number of structures in place to familiarise the parents with the culture and philosophy of the school, including: transition and orientation to Kindergarten, Open Day, open classrooms and parent information sessions throughout the year.

Focus groups such as the Wellbeing group continue to be active in building community by attending to the needs of individuals and families as they arise, as well as promoting relationships and networks among our families.

The families of Holy Cross Primary School have generously supported the ongoing fundraising efforts of the school, such as Move-a-thon and Mothers and Fathers Day stalls.

Student
All students at Holy Cross Primary School are encouraged to contribute positively to the life of the school by demonstrating leadership skills at their level. In 2016:

- Students from Year 3 to Year 6 engaged the whole-school community in the works of the St Vincent de Paul Society.
- Our Year 6 students have a special role in showing leadership and responsibility to the rest of the school population. They take this role very seriously and live up to the high expectations asked of them. Throughout the year, Year 6 students have joined the Leadership Team with a particular focus, which included: Media, Technology, Environment, Positive Behaviour Support for Learning (PBS4L), Sport Teams.
- The Year 6 students adopted significant leadership roles, including adopting a buddy role with the Kindergarten children.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning at Holy Cross Primary School.
Who we are

History of the school

Holy Cross Primary School, Glenwood, was established in 1999 as part of the parish of St Bernadette's, Lalor Park. In 2002 the new parish of Stanhope/Glenwood was formed with Holy Cross Primary School as its first Catholic primary school. Holy Cross Primary School has grown from just 35 students in 2002 to 465 students in 2016. The school facilities include administration block; library; open classrooms that provide opportunity for 21st century learning; spacious playgrounds and playing areas including passive play; full sized basketball court; covered outside learning area; multi-purpose learning centre; and before and after-school and vacation care facilities.

Location/drawing area

The school is located in Glenwood and draws on students from the immediate area of Glenwood. Holy Cross Primary School is within the parish of St John XXIII and forms an integral part of the mission of the Catholic church in education. Holy Cross Primary School along with St Mark’s Catholic College and John XXIII Primary School, both located at Stanhope Gardens, form the Catholic Learning Community of St John XXIII Parish.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>31</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>28</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>96.68</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>90</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Prayer and worship are central components of our daily life. Through liturgy we become stronger as a community; we learn how to express our faith better; we listen to God’s word; and we grow evermore close to Christ.

Throughout 2016:
- We gathered as a faith community for Monday morning prayer and also celebrated whole-school masses and other liturgical events.
- Classes attended and led parish masses and participated in class prayer experiences on a daily basis.
- Staff came together to pray once a week, focusing particularly on relevant Scripture and personal reflection. A professional learning day for staff focused on deepening knowledge and understanding of Scripture and the Gospel of Luke, using the Quality Teaching Framework.
- ANZAC Day, Remembrance Day, Harmony Day, as well as other special feast days such as the Triumph of the Cross, were significant celebrations for our community. Further feast days and celebrations such as the feast day of St Mary MacKillop were particular focuses for whole-school morning prayer.
- Prayers were a significant part of community celebrations such as Mothers Day, Fathers Day, Grandparents Day, Thanksgiving liturgy and Christmas.

Social Justice

Social justice is a particular priority for the community of Holy Cross Primary School. The students enthusiastically supported the Caritas Project Compassion appeal, as well as St Vincent de Paul Society and Hawkesbury Helping Hands. The student-based 'Mini Vinnies' group continued to organise a variety of collections for the needy throughout the year and worked hard to promote whole-school appeals. In 2016, students and staff organised various appeals to support those in need. The students and staff also participated in the Winter Appeal for homeless people and the students conducted an associated Pyjama Day fundraising event.

School home and parish partnerships

Pastors are an integral part of the Holy Cross Primary community, linking parish and school. Teachers, parents and pastors work together to educate our children. Wherever possible, the school and parish work together to provide rich faith experiences for the students. This includes teachers assisting as facilitators for the parish Sacramental program and promoting the parish youth group within the school, and parish pastors assisting in leading a retreat day for our Year 6 students. Our Mini Vinnies group helps support the St Vincent de Paul Society. Once a week our school hosts the parish mass in our library.

Religious Education

Teachers reflect and plan together units of work based on the Parramatta Diocesan Religious Education syllabus, Sharing Our Story, which empowers students to reflect critically on themselves, the world and on God, in the light of personal experience, sacred Scripture, and Catholic faith and tradition. Set topics include Sacramental themes, liturgical seasons and a particular theme to be covered throughout the year.

Professional Learning of staff in Religious Education

One of our priorities for 2016 was to develop students' knowledge and understanding of the key concepts, God, Jesus, Church, Sacrament, Christian life and prayer, in Religious Education. The teachers were engaged in further professional learning in theological understanding of specific
Religious Education units of work. A staff development day was held for staff to gain further knowledge of the elements of Sacrament in the Gospel of Luke.
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
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<td>Reading</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>95</td>
</tr>
</tbody>
</table>

NAPLAN data 2016, for students in Years 3 and 5 indicated that a high percentage of students achieved above the national minimum standards in each of the aspects of the assessments. Our NAPLAN results also indicated that our school had a higher percentage of students in the top three bands compared to other schools in Australia. Of particular note, in 2016 the NAPLAN data
analysis indicated that our school maintained the number of students above the national average with fewer students in the lower bands in reading. Further analysis demonstrated a significant improvement in Numeracy results with an increase in the number of students in Year 5 in the top two bands.

School curriculum

We recognise that children are individuals and that each child is a unique person. We recognise student diversity through offering an integrative approach to the curriculum and through the incorporation of a variety of support programs such as:

- literacy support
- learning support
- reading recovery
- Extending Mathematical Understanding (EMU) specialist groups for Year 1, Year 3 and Year 5 students
- counselling

In 2016, students were provided with the following opportunities:

- liturgical celebrations
- coding club
- Premier's Reading Challenge
- Strings program
- Dance Fever Program
- Art Specialist program
- Music Specialist program, including music recording
- junior and senior band
- incursions and excursions
- author visits
- Book Week parade
- Writers Festival
- Story Bus
- student led conferences

In 2016, our students were involved in a number of co-curricular activities including:

- sporting activities such as athletics, swimming, cross country, touch football, netball and soccer gala days, wanderers gala day
- cultural activities such as choir, dance and drama
- extra-curricular activities such as Voice of Youth and university competitions

Holy Cross Primary School continued to increase the technology available to allow all students access to technology in their classrooms and across the learning environments. This was achieved through purchasing additional Apple televisions, Apple laptops, iPads and chrome books for use in the classrooms. These extended the learning opportunities for the students from Kindergarten to Year 6.

Coding club was established with students in Kindergarten to Year 6 exploring and programming robotics. The students used the robotics to develop their problem solving, creativity and communication skills. The students have been engaged in coding using Scratch, Blue-bots and Spheros.
Initiatives to promote respect and responsibility

We aim to guide, lead and encourage our students to demonstrate Christian behaviour which promotes both respect and responsibility. In 2016 our school continued Positive Behaviour Support for Learning (PBS4L). The students were encouraged to exercise the three school agreements of being safe, being respectful and doing their personal best in everyday interactions. Combined with a cooperative learning framework for learning and teaching, the students were assisted in developing problem solving and conflict resolution skills and strategies, and they were encouraged to take responsibility for their actions and to make informed choices about their behaviour. School wide signage and individual wristbands promoted the three school agreements for the community and a reference point for agreed practices.

A structured buddy system helped to promote skills of responsibility amongst the school leaders and fostered the development of independence for the younger students.

Professional Learning

In 2016 all staff participated in professional learning with a focus on numeracy, literacy and Religious Education. Professional learning opportunities were also achieved by the following:

- One teacher became accredited as a Reading Recovery teacher.
- Five teachers completed the Stage 3 Literacy course
- One additional teacher completed the Extending Mathematical Understanding (EMU) Early Years Specialist Course with Australian Catholic University (ACU), Ballarat.
- One additional teacher completed the Extending Mathematical Understanding (EMU) Middle Years Specialist Course with Australian Catholic University (ACU), Ballarat.
- Four teachers completed the Monash Project.
- One teacher completed a postgraduate degree courses.
- One teacher is currently undertaking a postgraduate degree course.
- planning and programing using the new History and Geography syllabus
- whole-staff training in active supervision and building positive relationships
- Four teachers were trained in Cardiopulmonary Resuscitation (CPR).
- All staff were trained in First Aid, anaphylaxis and asthma.
- coaching, mentoring and feedback of teaching practice in literacy and numeracy
- Seven teachers completed a Project Based Learning course.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Our first priority was to improve students' visualisation skills and properties of shapes knowledge in Geometry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>The school's National Assessment Program - Literacy and Numeracy (NAPLAN) results indicated that numeracy was an area of need, with a focus on geometry.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | - Regular professional learning for all staff  
- One additional teacher completed the Extending Mathematical Understanding (EMU) - Early Years specialist course, Australia Catholic University, Ballarat.  
- One teacher completed the EMU - Middle Years specialist course.  
- Teachers mentored through observation and feedback.  
- Mathematics Assessment Interviews (MAI) were administered to all students.  
- Parent education workshops were organised for all families. |
| Status of priority 1 | Ongoing |

| Priority 2 | To develop students' knowledge and understanding of the key concepts, God, Jesus, church, Sacrament, Christian life and prayer, in Religious Education as evidenced in classroom data as well as a deeper understanding of the Gospel of Luke |
| Reason for priority 2 | Religious Education Assessment (RLA) data indicated that there was growth needed across the key concept strands of God, church and Jesus. |
| Steps taken to achieve priority 2 | - Professional development was provided to teachers in their theology of the Gospel of Luke.  
- Teachers were provided with professional development on their understanding and competence in demonstrating elements of the Quality Teaching Framework.  
- Professional learning was organised for teachers in the planning of quality Religious Education (RE) Sacramental units. |
<p>| Status of priority 2 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To improve writing outcomes for all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>This priority derived from our system goals as well as our external and internal assessment and our ongoing commitment to continue to improve students' outcomes in literacy, with a focus on vocabulary and language structures. The analysis of NAPLAN data indicated some students were not achieving expected growth in writing.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | - Professional development and school-based professional learning was provided to build staff capacity in writing.  
- Five Stage 3 teachers completed the literacy course.  
- Professional learning was provided for all teachers in analysing student writing samples.  
- Case management was conducted for those students with high needs in writing.  
- A parent education workshop was held. |
| Status of priority 3    | Ongoing                                     |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1</strong></td>
<td>To increase student growth in multiplication and division through a focus on visualisation</td>
</tr>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>The school’s National Assessment Program - Literacy and Numeracy (NAPLAN) results indicate that numeracy is an area of need, with a focus on multiplication and division.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | - regular professional learning for all staff  
- one additional teacher to complete the Extending Mathematical Understanding (EMU) - Early Years specialist course with the Australia Catholic University  
- Mathematical Assessment Interview (MAI) administered to all students Kindergarten to Year 6 (K-6)  
- MAI analysis  
- intervention specialist program for students in Year 1, Year 3 and Year 5 with high needs in numeracy  
- parent education workshops |
| **Priority 2** | Students will demonstrate expected growth in writing, whilst extending their knowledge of language forms and features when composing a range of texts. |
| **Reason for Priority 2** | This priority derives from our system goals as well as our external and internal assessment and our ongoing commitment to continue to improve student outcomes in literacy, with a focus on language forms and features. The analysis of NAPLAN data indicates some students are not achieving expected growth in writing. |
| **Steps to be taken to achieve Priority 2** | These include:  
- professional development and school-based professional learning to build staff capacity in writing  
- three additional teachers to complete Stage 3 writing course  
- professional learning for all teachers in analysing student writing samples  
- conducting case management for those students with high needs in writing  
- providing parent education workshops |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To deepen student understanding of their Catholic faith through a focus on the three levels of responding to Scripture, evidenced by improved classroom assessment and Religious Literacy data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>RLA data indicates that student responses and assessment in Religious Education demonstrate a need for students to develop more meaningful responses to Scripture.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | - Teachers will be undertaking professional development in their theology of the Gospel of Luke.  
- Teachers will be continuing to undertake professional development in their understanding and competence in demonstrating elements of the Quality Teaching Framework.  
- Professional learning will be organised for teachers in planning quality Religious Education (RE) Sacramental units. |
Community Satisfaction

Parent satisfaction
The Quality Catholic Schools (QCS) data collected and reported to parents, students and staff showed that the parents appreciated the partnership between our parish and our school community. They valued the relationships and connectedness that students had with their peers. The parents recognised the increase in student motivation whilst having high expectations. The data also indicated the value of the transitions and orientation process that the students experienced.

Student satisfaction
The QCS data collected and reported to parents, students and staff showed that the students acknowledged a strong Catholic culture within our school community and partnership with our parish. The students indicated an increase in their confidence in their learning and that they are continuing to increase their connectedness to their peers.

Teacher satisfaction
The QCS data collected and reported to our parents, students and staff showed that teachers appreciated and contributed to rich faith experiences within our school community. Across the school, teachers recognised the positive energy in their work.

Teachers acknowledged the specific focus on improving student learning through developing curriculum processes, quality teaching and student engagement in their classrooms. Teachers also appreciated the positive support and partnership that was evident with parents in the school and parish community.
Enrolment Policy

Holy Cross Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>246</td>
<td>210</td>
<td>456</td>
</tr>
<tr>
<td>2015</td>
<td>263</td>
<td>226</td>
<td>489</td>
</tr>
<tr>
<td>2016</td>
<td>254</td>
<td>211</td>
<td>465</td>
</tr>
</tbody>
</table>

In 2016 our enrolments reduced owing to a number of families moving out of the area and interstate.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>93</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>94</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

| Language background other than English (LBOTE) | 216 |
| Students with disabilities (SWD) | 18 |
| Indigenous | 3 |

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.
They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

In 2016 the school continued to develop and implement Positive Behaviour Support for Learning (PBS4L). This is a whole-school framework that helps create positive learning environments to maximise students’ learning and enhance student and staff wellbeing. The PBS4L framework is a research-based and proactive school wide system that establishes clear behaviour expectations. PBS4L encourages consistency amongst teachers in our approach to behaviour management both in acknowledging and reinforcing positive behaviours. The process involves explicitly teaching and re-teaching students how to enact positive behaviours.

The school agreements at Holy Cross Primary School outline appropriate student behaviours that contribute to the functioning of our school as a respectful, safe, nurturing and inclusive learning environment. It is important that every member of the school community knows and has a clear understanding of the school agreements.

At Holy Cross Primary School we agree to learn together: we are safe; we are respectful; we do our personal best.

PBS4L has a set of agreements that recognises that each student has rights and responsibilities. These are displayed throughout the classrooms and reflected on daily. The agreements identify that there is acceptable and unacceptable behaviour. Restorative practice processes are used in challenging and changing student behaviour and restoring right relationships. Children are taught a three step problem solving procedure to solve problems.

The Behaviour Management policy has its focus on the students’ positive behaviours as well as behaviour needing to be addressed. The school’s Bullying Strategy is closely linked with the Behaviour Management policy. Positive behaviour strategies were regularly included in school newsletters in order to profile the importance of the whole-school community ownership of the strategy.

Our policy incorporates the principles of procedural fairness which means students are treated in a fair and just manner.

Our Pastoral Care policy aims to promote guidelines for the interaction of the members of the Holy Cross Primary School Community, so that equity, dignity and responsibility are nurtured and so that all actions reflect gospel values and the school’s educational philosophy.

Our school has a buddy system that helps to promote skills of responsibility amongst the students. The buddy system supports Year 6 students assisting the Kindergarten students in their transition into school, including the playground areas.

The school has formal written polices which are available from the school office. These policies have remained unchanged during 2016.

Complaints and grievances policy

Parents have ready access to staff and are encouraged to contribute suggestions in a variety of forums such as: parent-teacher interviews, grade meetings, parent education workshops and meetings with the principal.

Should parents have a concern regarding their child they may contact the classroom teacher or the teacher involved for an appointment to discuss the matter. An appointment may also be made with the assistant principal and/or principal if, or when, necessary to discuss any concern further.

When meetings occur between parent and teacher, or parent and principal regarding a concern or complaint, an agreed upon action plan is articulated and a follow up communication scheduled.

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta Complaint Handling policy. A copy of the school policy is available from the school office.

There were no changes to the policy during 2016.
Section Eleven: Financial Statement

### Income

- Commonwealth (56.6%)
- Capital (0%)
- State (18.9%)
- Fees (19.4%)
- Other (5.1%)

### Expenditure

- Capital (6.3%)
- Salary (72.2%)
- Non-Salary (21.5%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (^1)</td>
<td>$3,197,390</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$1,071,087</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$1,096,952</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$287,077</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,652,506</strong></td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (^6)</td>
<td>$333,728</td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td>$3,825,957</td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td>$1,142,299</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,301,984</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.